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ABSTRACT

This bibliography on informal education grew out of a concern to understand the kinds of programs possible in open plan schools. The annotations are reading notes generally more descriptive than evaluative. Citations are grouped under nine headings: (1) general, (2) description of British informal education by British writers, (3) description of British informal education by American writers, (4) description of American informal education by American writers, (5) methodology for informal education, (6) teacher education for informal education, (7) criticism of informal education, (8) research and evaluation of informal education, and (9) bibliographies on informal education. (Author/MLF)

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SEF

ANNOTATED BIBLIOGRAPHY
ON
INFORMAL EDUCATION

EA 004 183

March, 1972

Study of Educational Facilities
Metropolitan Toronto School Board

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INTRODUCTION

This continuing bibliography on informal education grew out of a concern to understand the kinds of programs possible in open plan schools. The annotations have no set formula; they are simply reading notes and are generally more descriptive than evaluative.

British infant schools have been evolving a pattern of open education without open areas over the last fifty years. The pattern grew slowly but more than seventy per cent of all British primary schools have now adopted open education (or informal education, or integrated day, or family grouping).

Open space is not a necessary condition of open education but it may encourage the breakdown of traditional teaching patterns and be conducive to the development of more open programs. Certainly many open plan schools are moving in the direction of informal teaching patterns. Both students and teachers are becoming actively involved in the learning process.

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Note: * Indicates pamphlet or periodical article which is available from SEF

** Indicates book which may be borrowed from SEF

INFORMAL EDUCATION

A. General, Including Theoretical and Philosophical

Armington, David. "A Plan for Continuing Growth." Newton, Mass: Education Development Cente 1969. 17p.

* Outline of a program. He states the problem, and objectives and gives partial list of 11 items characteristic of open classrooms. Also discusses concept of an advisory service for schools.

Barth, Roland S. "Open Education: Assumptions and Rationale." Unpublished qualifying paper, Harvard Graduate School of Education, 1968. 70 p. biblio. p. 65-70.

An attempt to explore the rationale and analyze the salient features of open education. Some twenty-eight assumptions made by open educators are discussed. Chooses two major components (i) the process of becoming (learning) (ii) nature of what is learnt (knowledge) He does not assess their validity but rather delineates them to show salient features of open education. He discusses each assumption in turn, states which has the backing of research and which challenges existing theory.

Gives the history of open education and comments on EDC and particularly ESS involvement. Personal reorientation of attitude and behavior is necessary for success of open education.

Barth, Roland S. and Rathbone, Charles H. "The Open School: a Way of Thinking about Children, Learning and Knowledge." Centre Forum, 3 (no. 7, July, 1969) biblio.

* Warns of danger of groundswell of acceptance. Points out that movement in England evolved over a fifty year period.

Barth, Roland S. "So You Want to Change to an Open Classroom." Phi Delta Kappan, 53 (Oct. 1971) 97-9. Reply by Charles M. Breinin and Comment by Barth, (Dec. 1971) 263-64.

* Short form of his qualifying paper for Harvard. He criticizes adoption of open education merely because it is popular. He lists 29 assumptions about learning and knowledge with which successful British and American open educators "strongly agree". If you don't agree, reconsider whether you really want to adopt open education. "A well organized, consistent teacher - directed classroom probably has a far less harmful influence upon children than a well intentioned but sloppy permissive and chaotic attempt at an open classroom in which teacher and child must live with contradiction and conflict." Ends with a series of questions: (i) for whom is open classroom appropriate and valuable? (ii) what happens to children in open classrooms? (iii) can teachers be trained? (iv) should participation be required of teachers, children, parents and administrators?

Barth, Roland S. "When Children Enjoy School: Some Lessons from Britain." Childhood Education, 46 (1970) 195-200. Also in Wassman, ed. Selected Readings in Elementary Education. New York: Simon & Schuster, 1970.

* A principal who visited many English schools disuusses conditions which seem to enhance enjoyment of school - number of significant available options, significan choice of activities, freedom for children to pose their own problems, collaboration with peers, trusted by adults, climate of consistent order, minimizing distinctions among children. Also a brief discussion of apparent problems.

Baugham, M. Dale and Eberle, Robert F. "The Open Classroom; Guidelines for the Creative Teacher." Clearing House, 39 (no. 7, March, 1965) 387-392.

* Develops Fantini's idea that the classroom is a miniature society. Teacher is one of the vital factors, but he has a changed role. He is more of a helper than a yelper, a diagnostician than a critic, a praiser than an appraiser, a coach than a referee, a supporter than an examiner.

Bernstein, Basil. "The Open School." Where, Supplement no. 12 (1967) 28-30.

* Highly theoretical article on a change from education in depth to education in breadth at the secondary school level.

Burnham, Brian. "Anatomy of Open Education: A Barebones Summary of its Assumptions as Related to Practices in Elementary Education and an Overview of its Accomplishments." Aurora, York County Board of Education, 1970.

Includes a discussion of research on open education.

Bussis, Anne M. and Chittenden, Edward A. "Analysis of an Approach to Open Education." Project Report PR-70-13. Princeton, N.J: Educational Testing Service, 1970. 82 p.

Excellent theoretical rationale.

Entwhistle, H. Child Centered Education. London, Methuen, 1970

Adaptation of part of PhD. Thesis. Philosophical and theoretical. "The concept of activity in education." He gives good examples. Self-discipline is the end product of education (p. 73) Argues against forcing subjects together, e.g. environmental. Teach in context but not in totality. "Culturally valuable educational activity must complement the notions of educational activity for its own and the learner's sake."

Fantini, Mario D. "Open vs. Closed Classrooms." Clearing House, 37 (no. 2, Oct. 1962) 67-71.

* Draws a parallel between open and closed societies and open and closed classrooms. Closed system is structured and logical, systematic but is developing the wrong values. A pupil motivated situation resembles a free social state.

Featherstone, Joseph. "How Children Learn." New Republic, 157 (Sept. 2, 1967) 17-21.

* Second article of three part series. Describes development of British Infant Schools which is in accord with Piaget's work on child development. Uses mathematics as example.

Featherstone, Joseph. "Teaching Children to Think." New Republic, 157 (Sept. 9, 1967) 15-19.

* Third article of three part series. Compares American and British schools and emphasizes that progressive education was never really tried. Ends by pointing out that the classroom is the proper locus for revolution in the primary schools.

Featherstone, Joseph. "Report Analysis: Children and Their Primary Schools." Harvard Educational Review, 38 (No. 2, Spring, 1968) 317-328.

* He poses three general sets of questions
(1) How to avoid chaos? We need specific accounts of classes, materials and mechanics.
(2) How did change happen? What are prerequisites for reform?
(3) How to make sensible qualitative distinctions between informal classes that are merely adequate and those that are outstanding?
The British offer some answers to the first question, they take the second set of questions for granted, and have not pursued the third set.

Gans, Roma. "The Progressive Era: Its Relation to the Contemporary Scene." In Open Education: the Legacy of the Progressive Movement. Proceedings of a Conference Sponsored by the National Association for the Education of Young Children. Washington, 1970. p. 39-50.

Gt. Brit. Central Advisory Council for Education. Children and Their Primary Schools. London, H.M.S.O., 1966. 2 vol. (Plowden Report)

Background material which supports whole concept of open education. Recommends a long term study.

Gross, Beatrice and Gross, Ronald. "A Little Bit of Chaos." Saturday Review, 53 (May 16, 1970) 71-73,84.

* Useful discussion of how British influence is gradually changing some American schools. Plowden report gives negative criteria of open schools in its description of some schools.

Hawkins, David. "I-thou-it." Mathematics Teaching, (No. 46, Spring, 1969) 22-48.

* Children learn to be competent and a knower through communication with others involved with hhem in their environment. Teacher is just as responsible for a decision not to intervene as to intervene. For some children the capacity for fitting things together into a coherent whole comes first in terms of relation with the human world, for others it comes first mostly in relations with inanimate world.

Lynch, Kevin and Carr, Stephen. "Where Learning Happens." Daedalus, 97 (no. 4,) 1277-1291.

* Urbanologists' definition of open education. They want to encourage skills that advance the development of others or require group interaction.

MacDonald, James. "The Open School: Curriculum Concepts." In Open Education: the Legacy of the Progressive Movement. Washington, 1970. p. 23-38.

Openness is an organizing idea in biology, in personality studies (Rokeach, Maslow), interpersonal relations (Rogers). Open school is a school organized to facilitate transactions. Closed school is developed to play roles. Progressives had no faith that person could transcend social conditions of his existence. New radical has faith that men can make their selves through individual choosing. Joy, wonder, awe, virtue, beauty, service, vitality are foundations of open education.

"Open Education: Can British School Reforms Work Here?" Special report. Nation's Schools. 87 (May, 1971) 47-51.

* Open education in British schools based on Piagetian research is now implemented in seventy percent of British primary schools and half the junior schools. Criticism of open education discussed. Are freedom and stress on individuality an improbably romantic conception?

Open Education: the Legacy of the Progressive Movement. Proceedings of a Conference Sponsored by the National Association for the Education of Young Children. Washington, 1970.

Articles by David Elkind (children and learning), Roma Gans (uses of progressive education for contemporary education), James MacDonald (curriculum concepts), Vincent Rogers (views and insights of English infant education), and Bernard Spodek.

Conference was influenced by the excitement of English infant school model . Tie between progressive education and English infant school not obvious to British educators but is to Spodek. Sputnik killed progressive movement in U.S. Children in British schools are free, given choices, are involved in integrated educational experiences, are happy and are learning.

Rathbone, Charles H. "The Open Classroom: Underlying Premises." Urban Review, 5 (no. 2, November, 1971)

* Author was formerly Asst. Professor of Education at Oberlin. Article is adapted from his book Open Education: the Informal Classroom. Open education places maximum emphasis on process, relegating immediate product of learning to a secondary position. Individual child is capable of interacting with and learning something from nearly any responsive element in his environment. There is a balancing of objectives - demand for perfection or demand that children learn balanced against goals such as developing independence, self reliance, autonomy, trust, and responsibility. Open education is a model of society.

Raths, James D. "Teaching Without Specific Objectives." Educational Leadership. 28 (no. 7, April, 1971) 714-720.

* Director, Bureau of Educational Research and Field Services, College of Education, University of Maryland, College Park, Md. identifies a set of criteria for identifying worthwhile activities, and makes a proposal for evaluating programs by these criteria.

Rogers, Vincent R. "Open Education." Instructor, 81 (August, 1971) 74-6 +

* Answers questions about setting up an open classroom, how evaluation is done, limits and boundaries for children, problems to be expected, and what books to read for advice.

Rogers, Vincent R. "Open Schools on the British Model." Educational Leadership, 29 (no. 5, February, 1972) 401-404.

* Description of one day in a British school by one of author's graduate students, gives flavour of open education. A uthor outlines the qualities and concerns of open education - de-institutionalization, broad interpretation of individualization, detailed observation of child's work over long period, teacher in an active role, learning proceeding from concrete to abstract. He then speculates why these are popular in America today - quality of life assuming importance, curricular reform failed, disdain of standardized tests, obvious happiness of British childre...

Rosove, Perry E. "The Integration of Humanism and Educational Technology." Educational Technology 12 (no. 1, January, 1972) 10-18.

* Argues that technology does not have to be dehumanizing and evil. Most criticism of computers in education have been focussed on drill and practice but computers may also be used by a student in situations where he does the controlling (creative interaction - he calls in computer to process data he gives it or he may even construct his own programs) Technology can widen range of choices.

This issue of Educational Technology has a series of articles "towards a reconciliation between informal (open) education and educational technology". Some articles show a superficial understanding of open education.

Sealey, Leonard. "Innovation and Experimentation in the Elementary School." Independent School Bulletin, 29 (no. 1, October, 1969) 51-54.

* Former Director for Junior Schools in Leicestershire, England, takes a look at the teacher in relation to innovation and experimentation.

Spodek, B. "Alternatives to Traditional Schooling." Peabody Journal of Education, 48 (Jan. 1971) 40-46.

* Director of Early Childhood Education, University of Illinois, describes characteristics of open education. Problem of evaluation is that there are no good objective measures of quality of expression, divergent thinking or problem solving.

Spodek, B. "Extending Open Education in the United States." Paper presented at the Conference of the National Association for the Education of Young Children, Denver, Colorado, March 5-7, 1970. (ED 038 182) Also in Open Education: the Legacy of the Progressive Movement. Proceedings of a Conference. Washington, 1970. p. 64-77.

* Author is Professor of Early Childhood Education, University of Illinois. Key to successful importation is transferring the spirit of the school, rather than its physical attributes. Suggests exchange teachers but he feels demonstration teachers do not affect local teachers. A program imposed on a teacher is not open. Teacher's belief system is vital. If they trust children, believe in autonomy, accept activity and movement then they can have an open classroom.

Staples, I.E. "Open Space Plan in Education." Educational Leadership, 28 (Feb. 1971) 458-63.

* An overview of open education in various settings. Open education is an attitude rather than physical arrangement. Influenced by British Infant Schools (Leicestershire)

Tag, H.G. "Integrated Day." Peabody Journal of Education, 48 (July, 1971) 325-30.

* University of Connecticut Professor emphasizes integration and the environment.

Weber, Evelyn. "The English Infant School." In her Early Childhood Education: Perspectives on Change. Worthington, Ohio: Chas. A. Jones Pub., 1970. p. 158-165.

* Sympathetic description of several English informal schools, embedded in her book on changes in early childhood education in America. She asks good questions of most programs she visited, cites relevant research and opts for humanizing programs which treat the child as a whole person. She particularly commends Parent Education Project, Gainesville, Florida, Nurseries in Cross Cultural Educatio San Francisco, Bank Street Early Childhood Center, New York City and Cooperative Project, University of Arizona and Tucson District No. 1.

Weber, Lillian. The English Infant School and Informal Education. N.Y.; Prentice-Hall, 1971. 276 p.

** A thorough review by an American teacher who spent 18 months studying British schools. She states her differences and how she feels the ideas can be used in U.S.

* Reviewed by Marilyn Hapgood, Saturday Review, 54 (no. 51, Dec. 18, 1971) 69

Criticizes L. Weber for being too child centred. Children should experience influence of adults who know a great deal about a great many things.

Williams, Rosemary. "At the Heart of the Educational Process Lies the Child." Independent School Bulletin, 29 (October, 1969) 48-49.

* Integrated day is not just another model or program. It is response to the needs of the child. We do not know for sure just what body of knowledge is pertinent for the child. We do know we should encourage children to be themselves, to live with other children and grownups, to learn from their environment, to create and to love, to learn to face adversity, to behave responsibly; in a word to be human beings.

* This viewpoint is challenged by R.S. Peters, "A Recognizable Philosophy of Education" Perspectives of Plowden, London: Routledge & Kegan Paul, 1969. p. 1-20. He says it is one sided.

B. Description of British Informal Education By British Writers

Beswick, Renee. "Teacher Talk: Report from England, Mrs. Renee Beswick, Denshaw, Eng." Grade Teacher, 88 (Sept. 1970) 59-60.

* Practical description of learning to read in an open education class.

Blackie, John. Inside the Primary School. London: HMSO, 1967. Foreword by Lady Plowden 146 p.

Describes primary schools of England today in historical perspective. Covers individual subjects, how curriculum is developed and how children may be actively involved in their own learning.

Brown, Mary, and Precious, Norman. The Integrated Day in the Primary School. New York: Agathon Press, 1970. 157 p.

Written by two Leicestershire heads (infant and junior). Bibliography and equipment listed.

Review by Irene Farmer suggests they have a bland all-inclusive conceptualization of integrated. She acknowledges that they show us convincingly that non-traditional organization can work. But does child's security derived from relative freedom of choice lead to better attitudes, learning and personal relationships? Does he build a meaningful conception of interrelationships, or merely a mass of unrelated fragments?

I/D/E/A The British Infant School: Report of an International Seminar. Melbourne, Fla., 1969.

** Includes statements by Lady Plowden and Marianne Perry (initiator of family grouping). Differences between American and British schools are pointed out.

Jeffery, Anne. "Infants in an Open Plan School". In Mason, Stewart C., ed. In Our Experience; the Changing Schools of Leicestershire. London, Longman, 1970. p. 42-48.

* Good description of open education in open space. Written by an infant school headmistress in Leicestershire, England. School is small so it is able to function as a unit. Children are free to move anywhere but each class is a home base for a vertically grouped class. Parents are welcome at all times. She believes set hours are artificial but some form of timetable is essential. The integrated day concept matched open space very well. Teachers do not feel isolated. Children may consult any teacher any time. They did not provide sufficient chairs and tables for entire school deliberately as they anticipated increased use of carpeted floor, therefore they had more open space. She is concerned about organizing space more efficiently. She does not believe materials for basic skills need to be in each area of the school but she also recognizes that shy children may be unwilling to leave the class area, and that there is also a danger that activities may get isolated in vacuums.

Medbourne Primary. Supplemental text prepared by Ann Cook and Herb Mack to accompany film directed by Henry Felt in cooperation with Dennis Bradley, head teacher of school and Education Development Center. Newton,Mass: Education Development Center, 1970? 19 p.

* Film is of small English primary School, produced by Americans. Text is mainly reflections of teaching headmaster. Describes extension of curriculum by examples of experiments with primitive cooking methods.

Sealey, L.G.W. and Gibbon, Vivian. Communication and Learning in the Primary School. Oxford, Blackwell, 1962. 184 pp.

A former adviser for junior schools, Leicestershire describes the theory of the integrated day and in some detail the practic e in a variety of classrooms.

C. Description of British Informal Education By American Writers

Featherstone, Joseph. "Schools for Children. What's Happening in British classrooms", New Republic, 157 (Aug. 19, 1967) 17-21

* First of three articles. Clear description.

Featherstone, Joseph. "Schools for Learning", New Republic, 159 (December, 1968) 17-20.

* Describes mathematics at junior schools. Many junior schools have been opened up through an open math approach.

Hull, William P. and Armington, David. "Leicestershire Revisited", Washington, U.S. Office of Education, 1964(?) ED 029 683

** An independent school American principal describes an open educational environment in Britain. In author's opinion the Leicestershire primary schools are well on their way to becoming a model educational laboratory.

Kallet, Anthony. "Two Classrooms: a County School in Leicestershire, a Private School in Massachusetts," This Magazine is About Schools, 1 (April, 1966) 45-59.

* An american psychologist, and colleague of W. Hull, worked as a teacher and later an advisor to the Leicestershire Board of Education. He describes his teaching experiences in two schools - a highly structured first grade class in the U.S. and an open education primary school in England. English children were more self reliant and creative.

Rogers, Vincent R. "English and American Primary Schools", Phi Delta Kappan, 51 (no. 2, Oct. 1969) 71-75. Also in his Teaching in the British Primary Schools New York: Macmillan, 1970. Also in Open Education: the Legacy of the Progressive Movement. Proceedings of a Conference Sponsored by the National Association for the Education of Young Children. Washington, 1970. 51-63.

* He makes comparison on grounds of
(a) American schools are more affluent
(b) no dichotomy between kindergarten and first grade in Britain
(c) English schools are more independent of outside control
(d) aesthetic education is real in England, not a twenty minute lesson.

Schlesinger, Joy. "Leicestershire Report: the Classroom Environment." Washington: United States Office of Education, 1966. 16 p. (Eric Report ED 027 964)

* An American describes her two week visit to industrial midlands. She was impressed with the busy constructive environment where teachers had 30-40 children in their class. Mentions problem of evaluation. Leicestershire children do as well as children from formal schools in objective reading scores but no one knows how to measure creativity and curiosity.

Ulin, David S. "What I Learned from the British Schools", Grade Teacher, 86 (no. 6, Feb. 1969) 100-103, 194.

* A teacher on sabbatical leave describes British schools as "neither bedlam nor a pall of silence". Most schools use family grouping, some have a continuous free day, some have partially programmed days. Subjective comparison of American and English children's achievements in maths, language arts, social studies, reading, art and music. He feels English children are behind in reading and that there should be some scheduled reading times.

Weber, Lillian. "English Infant Schools", Center Forum, 3 (no. 7, 1969) 8-12.

This article preceded publication of her book The English Infant School and Informal Education. She stresses the necessity of the dissemination of the informal education idea by a variety of inservice courses. She points out that the head teacher in England continues to teach. Includes a survey of English infant schools.

Wilson, Lois Fair. "The British Infant School: Model for Early Childhood Education." IN The Many Facets of Reading. Claremont Reading Conference, 35th Yearbook. Claremont, Calif., Claremont Graduate School, 1971. p. 69-77.

* An American teacher who visited primary schools in London, Dursingham, Chertsey and Leicestershire County, as a part of an educational research project in Western Europe, describes the general setup and a variety of individual schools, as well as reviewing some of the literature on open education.

Yeomans, Edward. Education for Initiative and Responsibility; Comments on a Visit to the Schools of Leicestershire County, April 1967. 2nd ed. Boston, Mass.: National Association of Independent Schools, 1968. 45 p.

** Describes educational practices in one innovative and productive county primary school system. The integrated day does away with class lessons and allows for diverse grouping and individual development within a broad framework of agreement on goals. He asks whether there can be too much random activity. What about continuity and depth?

D. Description of American Informal Education By American Writers

Berson, Minnie P. "Inside the Open Classroom", American Education, 7 (no. 4, May, 1971) 11-15.

* Director of Early Childhood Education Programs at Illinois State University describes lab school directed by Spodek. Also his teacher training program and effort to plan a state network of open schools.

Gomolak, Lou. "Open Education: 'the Most Sensuous Classroom that I've Ever Seen", Nation's Schools, 87 (no. 5, May, 1971) 52-55.

* Description of one open classroom p.s.75 in Upper Manhattan. This school is part of Lillian Weber's open door project.

McNally, L. and Fleming G. "Quest for an Alternative", Educational Leadership, 28 (Feb. 1971) 490-93.

* Quest Program at State University of New York. Freedom of choice in a laboratory school setting. Multi-aged vertical approach. One and a half hours for language arts, reading and math. Rest of day is on basis of interests.

Open Door: New York City; a Report by the Program Reference Service. New York: Center for Urban Education, 1971. 45 p. (PR003)

** Describes Lillian Weber's schools based on English integrated day.

"Schools Talk to Parents About the Integrated Day; a Collection of Communications from Five Schools". Boston: National Association of Independent Schools, 1971. 84 p.

** Statements of six open education schools which communicate in various ways with parents to explain their plans for using integrated day.

Silberman, Charles E. "Murder in the Classroom. Part Two: Some New Hopes for Life in the Primary Schools", Atlantic (July, 1970) 83-97.

* Excerpt from his book Crisis in the Classroom, the result of three and a half year study of the education of educators. Although he suggests that informal teaching is not easy, he does state that ordinary teachers can learn to teach in informal classrooms and are doing so in widely scattered places in America from Harlem to North Dakota, from San Antonio to North Carolina. Describes North Dakota's teacher education program, Lillian Weber's Open Doors, Lore Rasmussen's independently developed math program in Philadelphia, Marie Hughes experiment with Mexican-American children in Tucson public schools. Points out differences between American and English approaches and difficulty of finding correct balance between formal and informal, and between cognitive area of growth and the affective area.

E. Methodology for Informal Education

Barth, Roland S. "On Selecting Materials for the Classroom", Childhood Education, 47 (no. 6, March, 1971) 311-314.

* An open classroom principal defines his principles of selection.

Cazden, Courtney B. Infant School. Newton: Mass.: Education Development Center, 1969. 26 p.

* An interview with Miss Susan M. Williams, headmistress of Gordonbrook Infant School, day before beginning of school year.

An Interview with Bruce Whitmore. Newton, Mass.: Education Development Center, 1969. 25 p.

* Describes paths he took to develop an open science room. Good questions.

Kohl, Herbert R. The Open Classroom; a Practical Guide to a New Way of Teaching. New York: New York Review, 1969. 116 p.

** Describes his experience and experience of other teachers in moving towards open environment. "It is almost certain that open classrooms will not develop within our school systems without the teachers, and pupils experiencing fear, depression and panic." It is difficult to yield power and develop a sense of community with young people and one's peers but it is worth it.

Palmer, C. and Kent, S. "Helping Parents Understand the Flexible Classroom". Independent School Bulletin, 31 (October, 1971) 35-7.

*

Sargent, Bettye. The Integrated Day in an American School; an Illustrated Curriculum Report for Teachers of Ages 5,6, and 7. Boston: National Association of Independent Schools, 1970. 80 p.

** A useful book which gives materials, activities with these materials, states which children participated in which activities. Includes author's comments on the materials and their use. Shows plans of room at various times of the year.

Yeomans, Edward. "Adapting Leicestershire Techniques", Independent School Bulletin, 28 (no. 4, May, 1969) 43

* Brief overview of requirements needed to adopt and adapt Leicestershire integrated day.

See also: Sealey, Section B, Description of British informal education by British writers.

F: Teacher education for informal education

Belanger, Maurice. "A Psychology Course Planned for the 1968 Harvard Newton Summer School. Commentary by John Herbert. Reflections: October, 1968" IN International Conference on Psychology in the Teacher Preparation Curriculum. Report. Toronto, 19 p. 99-115.

* There are three modes of learning:
(1) Library of Congress - accumulation of the known codified in signs and symbols. There is a school curriculum, the students and an agent of transmission.
(2) Dialogue - interaction between two agents.
(3) Interaction between learner and object. Mode III is suggested as open education.

Rathbone, Charles H. "A Lesson from Loughborough", This Magazine is About Schools, 3 (no. 1, February, 1969) 121-27.

* Harvard doctoral student who worked with the Education Development Center discusses open education workshop.

Resnik, Henry S. "Are There Better Ways to Teach Teachers," Saturday Review, (March 4, 1972) 46.

* Very brief description of New School for Behavioral Studies in Education, University of North Dakota. Dean is Vito Perrone.

Silberman, op. cit. p. 86-90, 93.

Weber, Lillian. "English Infant Schools", Center Forum, 3 (no. 7, 1969) 8-12.

* Pages 8-9 stresses how dissemination of informal education was achieved by a variety of inservice courses.

Yeomans, Edward. Wellsprings of Teaching; a Discursive Report of a Teachers' Workshop on the Philosophy and Techniques of the Integrated Day. Boston: National Association of Independent Schools, 1969. 33 p.

** Teachers experienced same approach as is used with students in open classrooms. They were free to choose activities, but not forced to choose activities in various subject areas. Everyone was a resource for everyone else.

G. Criticism of Informal Education

Cox, C.B. and Dyson, A.E., eds. Fight For Education; a Black Paper. London: Critical Quarterly Society, 1969.

Backlash of criticism against child centred education in England.

Hapgood, Marilyn. "Open Classroom: Protect it From its Friends", Saturday Review 54 (Sept. 18, 1971) 66-9, 75.

* Author is a Fellow in early childhood education at the University of New Hampshire. She visited England and numerous New Hampshire open classrooms. She is a sympathetic observer, but has qualms about Americans merely copying British techniques and not adapting them slowly. British teachers do not rely on programmed instruction, hardware and a cauldron of testing. Good inservice education is necessary. "One of the problems of the open classroom in America today is that its advocates are too blinded by hope and jargon to see its problems as problems".

Hawkins, David. "Square Two, Square Three", Forum 12 (no. 1, Autumn, 1969) 4-9.

* Author is Director of Elementary Science Advisory Center, University of Colorado. He gives an excellent theoretical rationale for open education and then asks some pertinent questions. There has been much sloppy thinking about freedom, spontaneity, expression, creativity. He asks how best to make information-match between children and resources. Asks which choices teachers must make, some children will remain'invisible' and then teacher cannot acquire information about them. Are all children's needs made manifest through their choices? And how best can the teacher meet student on his own ground?

Peters, R.S. "A Recognizable Philosophy of Education". In Peters, R.S., ed. Perspectives on Plowden. London: Routledge & Kegan Paul, 1969. p. 1-20.

** He contends that the ideology of the Plowden Report (Children and Their Primary Schools) proliferates in half truths "that are paraded as educational panaceas". He critiques self development ("Marquis of Sade was being himself as much as St. Francis"; little is said about the role of the teacher) self direction (autonomy as a moral principle, discovery methods - a method for learning has become puffed up into the method of learning - , non-compartmentalization of knowledge - people who recommend an integrated approach never seem to be clear about criteria for evaluation) and role of the teacher. He recommends experimenting with teaching methods to see which are best from point of view of children's learning.

Rogers, Vincent R. "English and American Schools", Phi Delta Kappan, 51 (no. 2, October, 1969) 71-75.

* Author is Professor of Education, University of Connecticut. After examining and comparing English and American primary schools, he makes a plea for systematic evaluation. He also feels that although the children in open classrooms were happy, busy, well-behaved and involved, they seem cut off from real world's conflicts and dilemmas. He makes three further criticisms (1) is doing the only way of learning? (2) local environment may not provide experience of such things as Rhodesia, or immigrant problems (3) many teachers lack sufficient knowledge. Sympathetic.

Yeomans, Edward. "How Do the Graduates Measure Up", In his Education for Initiative and Responsibility. 2nd ed. Boston: National Association of Independent Schools, 1968. p. 20-22.

* Students enter secondary school with enthusiasm for learning, well developed interests and a positive attitude. However, he feels observers are making a subjective judgment when they claim children in junior schools are doing reading, writing and mathematics a year or more in advance of their counterparts. He does commend their self control, responsibility and initiative, but wonders about depth and continuity.

H. Research and Evaluation of Informal Education

("A typical American question" L. Weber)

Anderson, O.R. "Research in the Open Classroom", Journal of Research in Science Teaching, 8 (no. 2, 1971) 97-98.

* There are three possible approaches:
(1) Hands off
(2) Observational and analytical - need to develop tools to measure autonomy and creativity
(3) Experimental-analytical - what yields best growth.
Let's not have the pendulum swing wildly.

Appleberry, J.B. and Hay, W.K. "Pupil Control Ideology of Professional Personnel in "Open" and "Closed" Elementary Schools", Educational Administration Quarterly, 5 (Autumn, 1969) 74-85.

* Open climate classrooms are more humanistic than closed climate classrooms. Study used a 20 item Likert type scale (Pupil Control Ideology Form) and a 64 item Likert type scale (Organizational Climate Description Questionnaire)

Couglan, Robert J. "Job Satisfaction in Relatively Closed and Open Schools", Educational Administration Quarterly, 7 (No. 2, Spring, 1971) 40-59.

* His framework of open and closed schools relates only to institutional organization and not to students. Teachers in relatively open schools expressed significantly more favourable attitudes to systematic administration, instructional program and financial incentives. They were divided on relations with colleagues.

Gardner, Dorothy E.M. Experiment and Tradition in Primary Schools. London: Methuen, 1966. 211 p.

Only contemporary attempt to compare over a long period of time (1941-1963) traditional and open education schools by performance of children. Her sampling procedure is questioned by Barth in that each experimental school is unique. He accepts her instruments but says her analysis is unsophisticated - never reports range or standard deviation. No tests of significance.

Gardner, Dorothy E.M. Long Term Results of Infant School Methods. London: Methuen, 1950.

Gardner, Dorothy E.M. Testing Results in the Infant School. 2nd ed. London: Methuen, 1948. 158 p. biblio.

Summary of results, p. 144-45. In 1941 four experimental open education schools in varying socio-economic districts were compared with four conventional schools where children were taught mainly by teacher presentation or where activity was directed by teacher. Describes tests and how they were scored.

Open Door New York: Center for Urban Education, 1971. p. 34-41.

* Statements by Dr. Sol Gordon and Dr. Millie Almy. Anecdotal evaluation.

Scheiner, Louis. "An Evaluation of a Pilot Project to Assess the Introduction of the Modern English Infant School Approach to Learning with Second and Third Year Disadvantaged Children." Philadelphia, Pa: School District of Philadelphia, Office of Research and Evaluation, Field Research Services, 1969. 20 p. (ED 034 595)

* Three third grade traditional classrooms compared with three third grade open classrooms using Iowa Test of Basic Skills, a pupil attitude inventory and Torrance Tests of Creative Thinking. There were no significant differences on any of the instruments, but teachers' opinions pointed to improved cooperation, participation, and student-teacher relationship.

I. Bibliographies on Informal Education

** Barth, Roland S. and Rathbone, Charles H. A Bibliography of Open Education. Jointly published by Advisory for Open Education, Cambridge, Mass. and Education Development Center, Newton, Mass. unpaged.

Three sections, Books and Articles (Items 1-221), Films (Items 222-243) and Periodicals (Items 244-265). Emphasizes British primary schools. Excludes contemporary critics of American education. Aim is (1) to provide a starting point for parents, teachers and administrators interested in open education; suggests where to begin with reading, (2) to provide an extensive resource for those already familiar with the ideas.

* "Open Education: Bibliography: Books, Films, Suggested Resource People", Nations' Schools, 87 (no. 5, May, 1971) 60-61.

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